BRADFORD ACADEMY

Junior College and College Preparatory School

1928 - 1929

BRADFORD ACADEMY

BRADFORD, MASSACHUSETTS

A JUNIOR COLLEGE

For Young Women

A COLLEGE PREPARATORY SCHOOL

For Girls

Annual Catalogue

1928-1929

ONE HUNDRED TWENTY-SIXTH YEAR

Calendar

1928-1929

1928

Academic year begins	Wednesday, September 19
Thanksgiving recess begins at 1:30 P.M.	Wednesday, November 28
Thanksgiving recess ends at 7:15 P.M.	Sunday, December 2
Christmas vacation begins at 1:30 P.M.	Wednesday, December 19

1929

Christmas vacation ends at 7:15 P. M.	Monday, January 7
First semester ends at 4 P.M.	Friday, February 1
Second semester begins at 8 A.M.	Monday, February 4
Spring vacation begins at 1:30 P.M.	Wednesday, March 27
Spring vacation ends at 7:15 P.M.	Sunday, April 7
Class Day	Friday, June 7
Alumnae Day	Saturday, June 8
Baccalaureate Service	Sunday, June 9
One Hundred Twenty-sixth annual Commencement	Monday, June 10

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Officers of Administration

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Jean Sarah Pond, A.B., *Vice President*

Margaret A. Augur, A.B., *Dean*

Inez H. Knowlton, *Dean of Women*

Florence Eva Paine, A.M., *Registrar*

The Faculty

Katharine M. Denworth, Ph.D., *President*
A.B., Swarthmore College; A.M., Ph.D., Columbia University.

Head Mistress, Stevens School, Germantown, Philadelphia, five years; Principal, Friends High School, Moorestown, New Jersey, four years; Instructor: State Normal School, West Chester, Pennsylvania, two years; Bradford Academy, one year.

Jean Sarah Pond, A.B., *Vice President
A.B., University of Michigan.

Instructor: High School, Andover, seven years; Bradford Academy, thirty-one years.

Margaret A. Augur, A.B., *Dean*
A.B., Barnard College; Student, Bryn Mawr College, two years; Graduate Student: Chicago University, one year; Columbia University; Grenoble University, France.

Rosemary Hall, Greenwich, Connecticut: Assistant to Head Mistress, six years; Head Mistress, seven years.

Florence Eva Paine, A.M., Ed.M., *Registrar*
A.B., Smith College; A.M., Columbia University; Ed.M., Harvard University.

Laboratory Assistant, Smith College, two years; Bradford Academy, seventeen years.

HARRIETT AUGUSTA SLEEPER, A.M., *Biological Science*

A.B., Mount Holyoke College; A.M., Columbia University.

Instructor: High School, Lawrence, Massachusetts; thirteen years; Bradford Academy, nine years.

HARRIETTE M. DILLA, Ph.D., *Economics and Sociology*

A.B., A.M., University of Michigan; Ph.D., Columbia University.

Instructor, Smith College, two years; Acting Head of the Department of Social Sciences, Wells College, one year; Head of the Department of Social Sciences, Lake Erie College, six years.

LILLIAN M. LANE, Ph.B., *English*

Ph.B., University of Chicago; A.M., Columbia University (October, 1928).

Instructor, Smith College, three years; Assistant Professor of English, Smith College, four years; Instructor and Demonstration Teacher, State Normal School, Buffalo, New York, seven years.

MILDRED LUCILE LITTLE, A. M., *English*

A.B., Wesleyan College; A.M., Boston University; B.L.I., Emerson College of Oratory.

Head of Department of Public Speaking and Dramatic Art: Wesleyan College, West Virginia, six years; Irving College, Pennsylvania, two years; Instructor in English and Public Speaking, Bradford Academy, two years.

*JEAN SARAH POND, A.B., *English*

A.B., University of Michigan.

Instructor: High School, Andover, seven years; Bradford Academy, thirty-one years.

MARGARET JANE ROSS, A.B., *English and German*

A.B., State College of Washington; Student, Bryn Mawr College, three years; Graduate Student: Columbia University; Summer School, Oxford University, England.

George School (Friends' boarding school), Pennsylvania: Instructor in German, five years; Instructor in English, eight years; Instructor, High School, Mount Holly, New Jersey, seven years.

Georgette Harbinaud, *French*

Graduate, College de Louhans, Academie de Lyon; Student of Italian and of Art, Florence, Italy.

Instructor: Friends Select School, Philadelphia, three years; The Stevens School, Philadelphia, three years; Sottman School, Germany, two years; Head of French Department, Southlands School, England, three years.

Mary Hering, A.M., *French*

A.B., Dickinson College; A.M., Columbia University; Certificate, La Sorbonne, University of Paris.

Instructor: High School, Haddon Heights, New Jersey, five years; Bradford Academy, one year.

Bertha Clough, A.M., *History*

A.B., Barnard College; A.M., Columbia University.

Instructor: State Normal School, Geneseo, New York; State Normal School, Lock Haven, Pennsylvania; High School, Dobbs Ferry, New York; First Assistant Principal, High School, Lock Haven, Pennsylvania; Instructor, Bradford Academy, ten years.

Florence Eisenhardt Dangerfield, *Hygiene*

Certificate, Department of Hygiene, Wellesley College.

Instructor, Department of Physical Education: Smith College, three years; University of California, three years; Bradford Academy, five years.

Edith Adelaide Beck, Ph.D., *Latin*

A.B., Goucher College; A.M., Columbia University; Ph.D., Johns Hopkins University.

Instructor: Centenary Collegiate Institute, Hackettstown, New Jersey, two years; High School, Du Bois, Pennsylvania, seven years; Bradford Academy, six years.

Florence Eva Paine, A.M., Ed.M., *Mathematics*

A.B., Smith College; A.M., Columbia University; Ed.M., Harvard University

Laboratory Assistant, Smith College, two years; Bradford Academy, seventeen years.

EDNA POSTLETHWAITE, A.M., *Mathematics*

A.B., Swarthmore College; A.M., Columbia University.

Instructor: Friends School, Camden, New Jersey; Kinnekort School, Colonia, Virginia; High School, Lincoln, Virginia; Bradford Academy, one year.

ALBERT N. DANGERFIELD, A.B., *Physical Science*

A.B., Cornell University; Student, Pomona College, California, three years; Graduate Student: Harvard University, two years; University of California.

Gas Engineer, in charge of Helium Exploration, United States Bureau of Mines; Consulting Engineer, M. H. Whittier Company, Los Angeles; Field Geologist, Medina Gas and Fuel Company, Wooster, Ohio, and subsidiary, Cities Service Corporation, New York City; Chemical Engineer, Bryan Electric Company, Riverside, California; Instructor, Bradford Academy, six years.

EDNA L. BARBOUR, A.B., *Public Speaking*

A.B., University of Pennsylvania; Graduate, Empire Dramatic School, New York City; Graduate Student, Columbia University, two years.

Head of the Department of Oral English and Dramatics, New Jersey College for Women, Rutgers University, seven years; Instructor: National Park Seminary, three years; High School, New Rochelle, New York, one year.

NORMAN D. FLETCHER, A.B., B.D., *Religion*

A.B., St. Lawrence University; B.D., Canton Theological School, St. Lawrence University.

SPECIAL DEPARTMENTS

KATE HOLSTON CARPENTER, *Art*

Student, Academy of Design, New York City; Pupil in Art of William M. Chase, New York City; Kate Gretorex, Paris; Benjamin Constant, Paris; Joseph Israels, Holland.

Instructor in Art: Miss Chamberlayne's School, Boston, four years; Miss McClintock's School, Boston, five years; Bradford Academy, six years.

LUCY FULTON, A.M., *Household Arts and Homemaking*

Ph.B., University of Chicago; B.S., Clarkson College; A.M., Columbia University.

City Supervisor of Home Economics, Grand Rapids, Michigan, two years;

Teacher of Home Economics, Public Schools and Training Schools for Teachers, Yonkers, New York, eleven years; Director of Welfare and Education, Community Organization, Savannah, Georgia, three years.

FREDERICK H. JOHNSON, A.B., F.A.G.O., *Director of Music*

FREDERICK H. JOHNSON, F.A.G.O., *Piano and Organ*

A.B., Harvard University; Pupil in organ of George E. Whiting, Ernest Douglas, Wallace Goodrich, and Everett E. Truette; Pupil in counterpoint, canon, fugue, and composition, of Warren R. Hedden, F.A.G.O.; Fellow of the American Guild of Organists, 1923.

Instructor: Bradford Academy, fifteen years; Wellesley College; Organist and Choir Master, Church of the Advent, Boston; Dean, Summer School for Church Music, Wellesley Conference, Wellesley College.

MARIE NICHOLS, *Violin and Orchestra*

Pupil of Emil Mollenhauer, Boston; Carl Halir, Berlin; Joseph de Broux, Paris.

Soloist with Berlin, Paris, Boston, and Chicago Symphony Orchestras; Instructor: Abbot Academy and Bradford Academy, fifteen years.

DAVID BLAIR MCCLOSKY, *Voice*

Graduate, New England Conservatory of Music under Charles Bennett in Voice; Coaching under Wallace Goodrich, Samuel Endicott, and Fornari; Theory and Harmony under Frederick Converse; Languages under Samuel Endicott; English Diction under Clara K. Rogers; Graduate Student in Voice under Frank LaForge.

Active Concert and Opera Singer throughout New England; Baritone Soloist, Trinity Church, Boston; Instructor in Voice, New England Conservatory of Music; Director, Vocal Department, Simmons College; Lecturer on Voice, Boston University; Instructor in Voice, Phillips Academy, Andover.

MIRIAM MERRITT, B.Mus., *Piano*

A.B., University of Kansas

Instructor: Music Department, Wellesley College, five years; Bradford Academy, four years.

Mary S. Blaikie, *'Cello*

Pupil of Anna Howe Hunting and Laura Webster, Boston.

Instructor: Abbot Academy, three years; Bradford Academy, seven years.

Florence Eisenhardt Dangerfield, *Director of Physical Education*

Certificate, Department of Hygiene, Wellesley College; Chalif School of Dancing, Vestoff-Serova School of Dancing, and Mascagno School of Dancing, New York City.

Instructor, Department of Physical Education: Smith College, three years; University of California, three years; Bradford Academy, five years.

Hazel E. Hutchins, A.B., B.S., *Librarian*

A.B., Bates College; B.S., School of Library Science, Simmons College; Graduate Student, Harvard University.

Head of the Circulation Department, American Library, Paris, France, two years; Head Librarian, State Teachers College, Kirksville, Missouri, three years; Librarian, Public High School, Portland, Maine, three years.

**Absent on leave.*

The Staff

Cecil E. Fraser, B.S., M.B.A., *Business Manager*
Elizabeth Woodman, A.B., B.S., *Bursar*
Hazel E. Hutchins, A.B., B.S., *Librarian*
Evelyn F. Pearson, *Household Director*
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Marian Littlefield Clarke, M.D., *Examining Physician*
Charles S. Benson, M.D., *Consulting Physician*
Esther N. Welch, *Secretary to the President*
Margaret S. Dyer, '12, *Alumnae Secretary*
Mary S. Blaikie, *Secretary*
Mary Milligan, *Secretary*
Catherine Munro, R.N. *Nurse*
Susan Snow, *Nurse*

An Air View of Bradford Academy

Bradford Academy

Founded in 1803, Bradford Academy is the oldest institution in New England for the Higher Education of Women. It is attractively located at Bradford in the heart of the Merrimac Valley, only thirty miles from Boston. The campus of nearly forty acres includes natural woodland, athletic fields, and a small lake.

The Junior College of Bradford Academy embodies the best of the old and the new in the education of young women. It offers the first two years' work of a standard college of first rank, together with superior instruction in music, art, public speaking, and household arts and homemaking.

The College Preparatory School of Bradford Academy offers the last two years of high school work and completes preparation for the major women's colleges and for Bradford Junior College.

Students in the last two years of high school and the first two years of college are, in the judgment of educational experts, more homogeneous than students in either the traditional four-year high school or college. The general cultural work of the first two years of college is an extension of the work of the last two years of the secondary school. There is a natural separation between this training and the highly specialized work of the last two years of college. Moreover, the immature high school graduate needs the educational and personal guidance, which owing to size the large colleges and universities cannot provide. Bradford meets this need, not only by restricting the enrollment to approximately two hundred students, but also by selecting competent teachers, possessing superior personal qualifications, whose interest is centered, not in research, as in the case of most teachers in

Entrance to the Main Building

four-year colleges, but in teaching and understanding youth and in intelligently guiding youth in the solution of the problems of adolescence.

To meet the requirement that an accredited junior college may have no overlapping of instruction with a secondary school, the Junior College and the College Preparatory School of Bradford Academy are organized as entirely separate academic divisions. They are, moreover, housed as distinct units, and have separate student government associations. In the rich and varied non-academic life of the school, however, opportunity is afforded to make the social contacts natural to such a homogeneous four-year educational organization.

Since no school is stronger than its faculty, in both the Junior College and the College Preparatory School of Bradford Academy, in addition to procuring teachers of fine human qualities interested primarily in teaching youth, every effort has been made to obtain professionally trained teachers, who have demonstrated by several years' successful experience elsewhere their ability to teach. All of the members of the faculty hold the degree of Master of Arts, or the equivalent in their respective fields; three have the degree of Doctor of Philosophy. Each student is given educational, vocational, and personal guidance by an expert counsellor.

Activities, generally regarded as extra-curricular, are given a definite place in the school schedule. They *supplement,* however, rather than supplant the other work. The well organized activities, which make a vital contribution to the educational life of the school are: Leonora (the Glee Club), Orchestra, Chorus, Quill-Annals, Masqueraders, Christian Union, and the Current Events Club. Upon registration in the fall each student of the Junior College is required to elect membership in one of these activities. Every student in both schools is automatically a member of the Chorus, the Athletic Association, and the Student Government Association of her own school.

The Junior College

THE JUNIOR COLLEGE meets the needs of three classes of students:

First, it gives girls, who are primarily interested in music, art, public speaking, and household arts and homemaking, an opportunity to pursue under highly competent instructors courses in these special fields, and at the same time to profit by more general college work.

Secondly, it gives girls, who plan to complete their formal education with two years' work beyond the high school, the primary elements of a college education in an institution which carefully studies the changing needs of young women.

Lastly, the Junior College enables students to enter senior colleges, after having enjoyed all the advantages of two years in the college department of a famous old New England school. Graduates of Bradford Junior College have studied at Stanford, Chicago, Michigan, Wisconsin, Northwestern, Kansas, Texas, and Illinois Universities, and at some of the eastern colleges.

The academic courses of the Junior College give the cultural and informational background needed for the solution of life's problems. Orientation courses in the social and political sciences and in the natural sciences give the student an introductory and general view of these fields of knowledge. All the academic work is grounded on the conviction that the central purpose of a college is to stimulate and to develop the intellectual interests of the students. To that end the courses offered aim, first, to give the student the benefit of racial experience by acquainting her with the facts discovered and the conclusions deduced by the best minds of the past and the present; and then to train her to think for herself, in order that she may play her part with satisfaction to herself and with profit to others in a rapidly changing civilization. Consequently, essential facts are mastered not as ends in themselves but as tools for discussion in the classroom under the guidance of a competent instructor, in order that the student may be trained to think.

The non-academic work of the Junior College recognizes other cultural and practical needs of a well-rounded life. The proximity of Bradford to Boston enables the college to maintain as regular instructors leading musicians and artists. Specialists in public speaking and in household arts and homemaking give their entire time to instruction in these fields.

Requirements for Admission

For admission to the Junior College fifteen units of satisfactory academic work completed in an accredited high school are required. A unit, as defined by the College Entrance Examination Board, represents one year's study in one subject in a secondary school, constituting approximately a quarter of a full year's work. The customary preparatory course covers four subjects a year for four years and aggregates sixteen units. Admission is by certificate; entrance examinations are not required.

Requirements for Graduation

For graduation from the Junior College sixty-two semester hours of work are required. A semester hour represents one hour of class or two hours of laboratory work a week for one semester.

For the class entering in 1928 and for subsequent classes the following courses are required:

ENGLISH 1 and 3, freshman year (Literature and Composition)	10 hours
PUBLIC SPEAKING 1 (Voice and Diction)	2 hours
NATURAL SCIENCE 1 and 2 (Orientation Course)	6 hours
SOCIAL SCIENCE 1 and 2 (Orientation Course)	6 hours
	24 hours

In addition to these prescribed courses each student must register for three hours of physical education a week throughout her college course.

One of the Students' Parlors

The College Preparatory School

The college preparatory school comprises the last two years of high school work. The aim of this school is twofold:

First, to prepare girls for the leading women's colleges, admission to which is based on the examinations of the College Entrance Examination Board, and for a few other first-class colleges;

Secondly, to give girls a well-rounded secondary school education, fitting them, if they desire, for Bradford Junior College.

Requirements for Admission

The satisfactory completion of two or three years of high school work in academic subjects is required for admission to the College Preparatory School. Most students entering with only two years of secondary school work find it necessary to spend three years at Bradford in preparation for the college board examinations. High school graduates frequently spend a year at Bradford in intensive preparation for admission to college.

Requirements for Graduation

The diploma of the College Preparatory School will be awarded to students who in two or more years at Bradford have satisfactorily completed preparation for one of the leading women's colleges or for a co-educational college of equal rank. Students who, after one year's work of four full courses at Bradford, have satisfactorily met the entrance requirements of one of these colleges will be awarded the diploma upon the subsequent completion of one year's work of diploma grade at that college.

To be recommended to take the examinations of the College Entrance Examination Board, a student must have obtained marks of "Above Average" or "Superior" in at least half of her work and of not less than "Average" in any of it.

The Gymnasium, Showing the Stage

A Setting of Natural Woodland

BRADFORD ACADEMY is located in the midst of thirty-seven acres, where wide lawns, walks, drives, and natural woodland have been skilfully combined to make a beautiful campus. There are tennis courts, grounds for various games, and a fine athletic field of twelve acres, used principally for hockey and basket ball played by large numbers of students. A small lake provides opportunity for boating and skating within the school grounds.

Adequate and Modern Buildings

THE main building, containing the recitation rooms, the laboratories, and the students' rooms, is of brick, four stories high. It is heated by steam and lighted by electricity. The rooms occupied by the students are especially attractive. The suites are arranged for two or three girls; there are also some single rooms. The building is provided with thick fire-walls and fire-doors. Flights of stairs and doors for exit in the east and west ends of the building, as well as the central stair-cases and exits, furnish ample means of escape in case of fire. Each sleeping-room is provided with a rope fire-escape.

The art studio is a large and well-lighted room on the fourth floor. It contains a complete supply of casts.

A library of 11,000 catalogued books and pamphlets is housed on the third floor of the Main Building. Students have access to its shelves at all times. Additions are made at the rate of about 500 books a year from the Alumnae Association Fund, the James H. Means Fund, and the George H. Haseltine Fund. Fifty periodicals are currently received, and back files of many of them are available for reference work. Free use of the Haverhill Public Library, containing over 125,000 volumes, is also extended to students.

The Department of Science possesses three admirable laboratories. The botanical laboratory has a herbarium of over two thousand specimens and a set of valuable compound microscopes for individual work. The chemical laboratory has been entirely remodeled and refurnished, and the floor and

walls have been made fireproof. By bequest of the late Hon. Addison Brown, the Academy came into possession of a fund for the use of the Department of Science. With this fund to draw upon, the laboratories have been well equipped and valuable additions are being made constantly. In the basement there are large, well-lighted laboratories for the Department of Household Arts and Homemaking, and rooms for the Group Activities.

The gymnasium is connected with the main building by a glassed-in passageway. It is of red brick with woodwork of natural pine. It, too, is heated by steam and lighted by electricity. An addition has been made to the original building, so that the completed structure contains a clear floor-space 40 x 90 feet, offering every opportunity for games and all forms of gymnastic work. At one end of the gymnasium a stage has been built for the use of the Department of Public Speaking. The stage is equipped with modern scenery and lighting facilities, and provided with green and property rooms. The addition to the gymnasium contains a large swimming-pool with adjoining dressing-rooms, lockers, and marble shower-baths provided by the generosity of the alumnae. Twelve sound-proof music-rooms have been built in the new section. An adequate practice organ has been installed. Beneath the gymnasium is the steam-heating plant which thoroughly heats all the buildings.

A brick infirmary of fireproof construction, with a capacity of sixteen beds has recently been erected, a gift of the student body.

Location

BRADFORD, a part of Haverhill, is reached from the North Station, Boston, by way of the Boston and Maine Railroad. The station is Haverhill; the post office is Bradford; and the telephone number is *Haverhill 4700*.

One Hundred Twenty-Five Years of History

Just one hundred twenty-five years ago, thirty men in the parish of Bradford agreed to found a school for the education of their children. So prompt was their action that in three months, on the sixth of June, 1803, a building had been erected, a preceptor and preceptress engaged and a school of fifty-one pupils assembled. Of the fourteen boys and thirty-seven girls many came from neighboring towns. Such was the beginning of the first incorporated school in New England which admitted girls.

To trace the development of Bradford Academy is to follow trails leading to common highways of our present educational system. The unusual advantages early drew students from all over New England, but for many decades the patronage has been national. Already in 1815, under the leadership of Miss Abigail Hasseltine and Benjamin Greenleaf, students were attracted from a larger area, although the stagecoach was the only public means of travel. Mr. Greenleaf, who became well known as the author of mathematical textbooks, and Miss Hasseltine, who was bent upon creating opportunities for girls, were pioneers in the field of education. So successful was Miss Hasseltine that in 1828 the two departments were entirely separated, and a boarding-house was erected for the girls. This segregation virtually created a separate school, and in 1836 its independence was completed by the resignation of Mr. Greenleaf and the withdrawal of the boys.

Thus, within a few months of the founding of Mount Holyoke Seminary, Miss Hasseltine became Principal of Bradford Academy with a student body of one hundred fifty girls. Her vigorous protest against the apathy of the world in the face of women's educational needs was expressed in the catalogue for 1836.

It was this indomitable spirit and the united efforts of friends of Bradford, which made possible a second and more suitable building in 1841. Here the following year, the first regular graduating class of seven members received diplomas, having completed a course which included several subjects taught in the colleges of that period. The embroidery and

painting of an earlier day had given place to Latin, French, history, and metaphysics. There was a teacher of elocution as early as 1845. The first teaching of gymnastics began in 1864. From the beginning of its development as a school for girls, Bradford has been the exponent of advanced subjects and methods of teaching.

During the administration of Miss Abby Johnson, the main part of the present building was erected. Its dedication was made notable in 1870 by the address of Reverend Phillips Brooks. Soon came as lecturers John Lord, the historian, Henry Hudson, the Shakespearean scholar, and Charles Young, Professor of Astronomy, to supplement and broaden the curriculum. The study of music was very early introduced and has become one of the most important departments of the school.

It was during the principalship of Miss Laura A. Knott, from 1901 to 1918, that a course of study definitely designed for high school graduates was differentiated from the older "general course" and from the strictly college preparatory course. This was the natural foundation for the present Junior College course of two years. An enlargement of the equipment for physical education by the building of the gymnasium, the addition of a large athletic field, and an increase of outdoor sports, rounded out the life of the student according to modern standards.

Further development of both the material equipment and of the curriculum took place under the leadership of Miss Marion Coats, Principal, from 1918 to 1927. An addition to the gymnasium, including a stage and a swimming pool, and a new infirmary are recent acquisitions. A separate house of residence for many of the faculty has also been added. In 1920 the course of study for high school graduates was changed to fill the requirements of a Junior College.

In 1927, Dr. Katharine M. Denworth became President of Bradford Academy. She has been professionally trained to administer and supervise secondary schools and junior colleges.

COURSES OF INSTRUCTION

THE JUNIOR COLLEGE

The courses described are subject to change and will be withdrawn if not elected by more than six students.

ART

THE work in art has three definite objectives: to furnish a source of pleasure and profit to those who are studying the subject for aesthetic and cultural purposes; to provide the fundamentals upon which to base later work in a professional school; and to give a working knowledge of art to those whose aim is to make practical use of its principles in the home and in other activities of every-day life.

After mastering the foundation principles necessary for every branch of art, each student follows the line of her own interest and advances as rapidly as her artistic ability and the time at her disposal permit. Individual instruction is given in charcoal drawing, pencil, pen and ink, water color, and oils. Theory and practice of design are studied and are applied to costumes, interior decoration, and school publications. Students sketch from still life and from a living model. Each student has two studio periods of individual instruction weekly.

Bradford Academy is most fortunate in having in its possession much valuable art material. Besides mounted photographs, slides, vases, and various objects in color, there is the Warren collection of paintings, as well as a very valuable collection of old masters' prints and of Arundel prints. A further help to art students is the library, which contains a large number of books covering all periods of art history and the theory and practice of art in its various phases. Frequent additions to the art treasures are made possible by the Warren fund, the proceeds of which are devoted exclusively to this purpose.

1. History and Appreciation of Art.

Two hours credit each semester.

This course includes the study of the growth of sculpture and painting from early times to the present and aims to develop an appreciation of art values and to give a knowledge of the important periods in art. Principles of art structure are taught as a basis for intelligent interpretation and appreciation.

BOTANY

1. General Botany.

Three hours credit each semester.

This course is designed to develop a scientific attitude and appreciation and to teach the fundamentals of botany by a study of the flowering plant, a brief survey of the lower classes of plants, and discussions of botanical problems and theories of biology. Field work is done in Bradford and Boston. Two class hours and two two-hour laboratory periods a week. *Botany and zoology are offered in alternate years.*

CHEMISTRY

1. Practical Chemistry.

Three hours credit each semester.

This is an introductory course in general chemistry with applications to the home and the community; it includes the practical chemistry of food and of sanitation. This course is not open to students who offered chemistry for entrance. Two class hours and two two-hour laboratory periods a week. *Chemistry and physics are offered in alternate years.*

ECONOMICS

1. Elementary Economics.

Three hours credit each semester.

The chief economic principles underlying our modern civilization are studied. Abstract principles are applied to specific situations. Throughout the course the student's own contacts and experience are utilized at all possible points. By visits to stores, factories, offices, and other places, an effort is made to fix the abstract law by means of contact with its practical workings in every-day life.

ENGLISH

1. Elementary Composition.

Five hours credit for the year.

Prescribed for Freshmen.

This course aims to develop the ability to speak and write correct, clear, forceful, and coherent English. The work of the first semester consists of a study of the principles of the organization of thought in the whole composition and in the paragraph, through the writing of both long and short papers which are chiefly expository. In the second semester the stress is laid upon descriptive and narrative writing. Frequent individual conferences with the instructor supplement the work of the classroom.

2. Advanced Composition.

Three hours credit each semester.

This course consists of a study of the principles of narrative technique and an analysis of the essay, short-story, one-act play, and verse forms, with practice in writing. The purpose is to stimulate creative impulse in the student.

3. Survey of English Literature.

Five hours credit for the year.

Prescribed for Freshmen.

The course traces the historical outline of English literature from Beowulf to Thomas Hardy. By means of leading types of prose and poetry, the course aims to arouse a vital interest in literature, to familiarize the student with the characteristics of the greatest literary types, and to give training in critical appreciation.

4. Shakespeare.

Three hours credit each semester.

This course deals with the development of Shakespeare's art as it relates to preceding and contemporary dramatists, a survey of the Elizabethan period, and a general discussion of most of Shakespeare's plays with a critical study of six of the most important.

5. The English Novel.

Three hours credit for one semester.

The course deals with the development of fiction from the folk tale to the modern novel. The chief emphasis is laid upon the realistic novel but some study is also made of romance from Sidney to Scott.

6. Nineteenth Century Poetry.

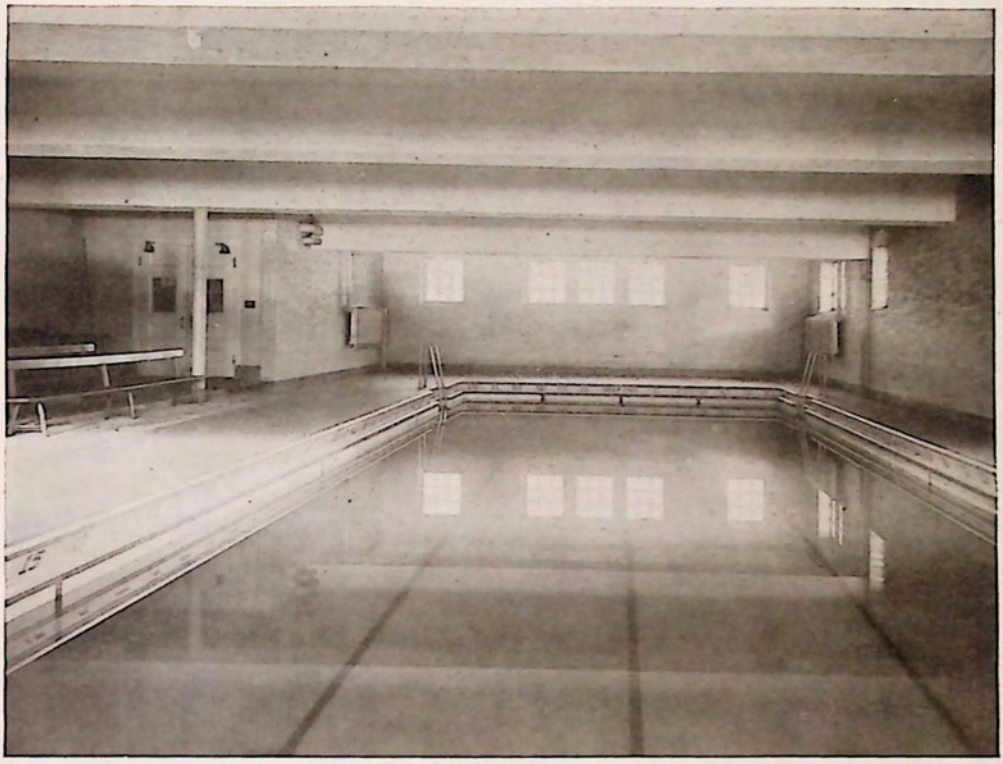
Three hours credit for one semester.

In this course the English Romantic poets, Wordsworth, Coleridge, Byron, Shelley, and Keats, are studied in the light of the literary movements of their time. The Victorian poets, Tennyson, Browning, Arnold, and the Pre-Raphaelites, are presented. The impulses and ideals that characterize the period, and the poet's attitude toward problems of modern life and thought, are stressed.

7. American Literature.

Three hours credit for one semester.

The course traces the development of American literature from the recording of contemporary events in Colonial times, through the rise



The Swimming Pool

Lake Tupelo on the Bradford Campus

of the literature of the Middle States and the Puritan writings of New England to the significant works of the present time, in both prose and poetry.

8. Modern Prose.

Three hours credit for one semester.

The work of the first semester consists mainly of a survey of the dramatic literature of Continental Europe, England, and America since 1850, including backgrounds, social and national movements, and contemporary criticism. In the second semester the course includes a study of the modern novel, short story, and essay and of biography. Meredith, Stevenson, James, Bennett, Wells, Conrad, Galsworthy, Chesterton, and others are studied. Special emphasis is placed on the art of reading a novel, the advantages of fiction for instruction, and the function of criticism.

9. Contemporary Poetry.

Three hours credit for one semester.

This course has as its object the study of the newer poetic tendencies and reactions, as they find expression in the poets of England, Ireland, and America. It includes a critical study of such representative poets as Yeats, "A. E.," Stephens, Synge, Kipling, Hardy, Bridges, Masefield, Housman, Sassoon, Brooke, Hodgson, De la Mare, Davies, Edwin Arlington Robinson, Frost, Lindsay, Sandburg, Masters, Untermeyer, Amy Lowell, Sara Teasdale, and Edna St. Vincent Millay.

FRENCH

The aim of the courses in French is to teach the student to read, write, and converse proficiently in that language. The direct means of attaining this end is through the study of the history, literature, geography, and institutions of France and her colonies. French is the language of the classroom. All courses give intensive practice in conversation.

1. First Year French.

Three hours credit each semester.

This beginning course includes pronunciation, conversation, composition, dictation, and easy reading. The prose reading, together with easy poems, furnishes an introduction to French literature, life, manners, and customs.

2. Second Year French.

Three hours credit each semester.

This course is for students who have completed two years of high school or one year of college French. Principles of grammar are rapidly reviewed; and both grammar and composition are extended. French classics and poetry are read and discussed in French and reference work is assigned on the history of literature and of civilization and on current information. French pictures, post-cards, maps, newspapers, and magazines help to link the student with France of other days, as well as with French contemporary life.

3. Third Year French.

Three hours credit each semester.

This course is for students who have completed the equivalent of four years of high school French. Difficult prose and poetry are read in French for the purpose of explaining the content, style, and grammar forms used. The background of French literature and civilization is completely surveyed, discussed in compositions, and when possible, illustrated by maps. Current information on French interests is required.

4. Fourth Year French.

Three hours credit each semester.

This course is for students who have completed six or more years of French. It comprises a thorough review of the background of French literature and civilization. The literature is studied with special interest in the centuries, their different movements, styles, and grammar forms. The best known authors and their classics are discussed and criticized in French composition. Contemporary literature is introduced. The reading of current information is required. Work in advanced conversation is a prerequisite.

GERMAN

1. First Year German.

Three hours credit each semester.

Facility in speaking, reading, and writing simple German is the object of this course. The year's work includes the mastery of the fundamentals of grammar, the reading of texts of moderate difficulty, and the memorizing of selections in both prose and verse.

2. Second Year German.

Three hours credit each semester.

Drill on the rudiments of grammar and practice in speaking and writing are continued and expanded. The student is introduced to the further study of German literature in the form of narrative prose, drama, and lyrics. German is the language of the classroom.

HISTORY

1. History of Greece.

Three hours credit for one semester.

Through lectures, collateral reading, and reports, this course aims to present a history of Greek civilization from earliest times to the death of Alexander the Great.

2. History of Rome.

Three hours credit for one semester.

This course concerns itself with the development of Hellenistic-Roman civilization from the death of Alexander the Great to the reign of Constantine. Stress is laid on the Roman genius for organization and administration and the part played by "Romanization" in the civilization of the past and the present.

3. Modern and Contemporary European History.

This course begins with the French Revolution and brings the history of Europe down to the present.

Three hours credit each semester.

HOUSEHOLD ARTS AND HOMEMAKING

The courses in this department consist of a group of arts and of social and applied sciences pertaining to the many phases of homemaking. These courses aim to fit the young woman to meet life, and the problems of the home. The work in each course is planned to satisfy the needs of the individual student, in the light of a survey of her previous training and experience and of her future aims and plans. The aim is to make the courses of the most practical value for life preparation and for the service of each individual student to society. The courses are organized to meet the needs of three groups:

1. Those desiring the knowledge which will make them better members of their present family groups; and those wishing to become successful homemakers.
2. Those preparing for future specialization in a field of household arts, such as dietetics, or costume design.

3. Those expecting to follow a profession other than household arts, who realize that a worthy, rich, healthful life in any field demands the knowledge of foods, clothing selection, home surroundings, and family and social interrelationships, which training in household arts gives.

1. Foods and Nutrition. Elementary Course.

Three hours credit each semester.

This course is a study of the most important food problems of the average home and of the contribution of foods to the abundant health of the individual and the family. It, also, considers the principles underlying selection of food according to body needs and the methods of preparation that best meet those needs. One lecture and two two-hour laboratory periods a week.

2. Foods and Nutrition. Advanced Course.

Three hours credit each semester.

One lecture and two two-hour laboratory periods a week.

Courses in textiles and clothing, in applied art and design, and in house furnishing and decoration, teach the student to apply the principles of harmony and design to clothing, household textiles, furnishings, and decoration; to make properly various types of garments; to select and purchase wisely and to care for personal and household fabrics; and to understand the factors underlying the consumer's appreciation of values.

3. Clothing. Elementary Course.

Three hours credit each semester.

One lecture and two two-hour laboratory periods a week.

4. Clothing. Advanced Course.

Three hours credit each semester.

Two two-hour laboratory periods a week.

5. Textiles and Household Decoration.

Three hours credit for one semester.

6. Household Problems.

Three hours credit for one semester.

This course deals with the following problems: efficient house planning, routing, equipping, arranging, and furnishing; household hygiene and sanitation; household equipment; care of the sick; use of time, energy, and money; individual and household budgets; and the selection and use of modern labor-saving equipment.

7. Family Relationships.

Three hours credit for one semester.

The development of the ideals of family life is traced to enable the student to evaluate present and future experiments. The contributions and interrelationships of members of the family in the home and family life and in society, are discussed. Emphasis is also placed upon the development and care of the child and his place in modern society.

MATHEMATICS

1. General Mathematics.

Three hours credit each semester.

This is a one-year course designed to give the student an insight into some of the important problems and useful methods of elementary college mathematics, and an appreciation of their contribution to our culture and civilization. The topics treated will be drawn from several fields, including trigonometry, solid geometry, graphical algebra, and elementary calculus.

MUSIC

The object of the courses in the music department is to develop sound musicianship. A student may make music a major study and at the same time receive the benefit of academic training. The intellectual interest and the atmosphere of the school are important factors in the general education of a musician.

Theoretical and practical courses are offered which may form part of a course of study in music or may be taken as general academic work.

Pupils of all degrees of proficiency are accepted. All lessons are private, the work being adapted to individual needs. When music is taken as a major subject, theoretical courses must be combined with practical courses in order to get full credit for the work.

Persons not otherwise connected with the institution may study with instructors in this department.

1. Elementary Harmony.

Three hours credit each semester.

This course offers a general introduction to the study of music, the method of writing music, simple harmonic progression, and ear training. Solfege and melodic and harmonic dictation are part of the regular curriculum. Counterpoint and harmony are studied simul-

taneously. Original exercises are required from the beginning. Compositions by the members of these classes are given public performance by the school organizations.

2. Advanced Harmony.

Three hours credit each semester.

The work of the second year is an extension and amplification of the elementary course. Students electing this work must first pass an examination equivalent to the final test in Elementary Harmony.

3. History and Appreciation of Music.

Three hours credit each semester.

This course concerns itself with the appreciation of music approached historically. An outline of the various periods in musical development is followed, closing with a comprehensive survey of modern musical expression. Students are asked to give personal criticisms of musical illustrations submitted. Individual research is required and considerable reading is assigned.

4. Organ. First Year.

Three hours credit each semester.

The work in organ study consists of a course of instruction leading up to the great works of Bach, Widor, Franck, and Vierne. Mastery of elementary piano technique is a prerequisite.

5. Organ. Second Year.

Three hours credit each semester.

6. Piano. First Year.

Three hours credit each semester.

The major part of the work in this subject is devoted to the study of the great classical composers, thus laying the foundation for the appreciation of the best in musical literature.

7. Piano. Second Year.

Three hours credit each semester.

8. Violin. First Year.

Three hours credit each semester.

Instruction for those selecting work in violin is adapted to three classes of students: those who aim to do concert work; those who aim to become teachers; and those who desire merely to become creditable amateur performers. By the most approved modern methods a thorough training is given in such fundamentals as position, tone, and

intonation. As soon as possible compositions of real musical worth are given to train the student in the application of technique and in the art of interpretation. Ensemble playing in all its forms is given particular attention. Orchestra is required as a group activity.

9. Violin. Second Year.

Three hours credit each semester.

10. Voice. First Year.

Three hours credit each semester.

The pupil in voice is thoroughly trained in florid or coloratura singing, thereby giving flexibility to the voice and enabling it to be used in the more difficult lyric music. The great advantage of this method is that it promotes clear diction and enunciation, a most important factor in singing.

11. Voice. Second Year.

Three hours credit each semester.

12. Violoncello. First Year.

Three hours credit each semester.

Instruction in 'cello is given both to advanced students of the instrument and to beginners. Scales, technical studies, and solo work are planned with the object of helping the pupil to gain exactness of intonation, sureness of time, and a truly musical tone. Studies by Lee, Dotzauer, Dupont, and Schroeder are used.

13. Violoncello. Second Year.

Three hours credit each semester.

The Leonora Society (Glee Club), Orchestra, and Chorus are described under "Group Activities."

ORIENTATION COURSES

1. Contemporary Civilization.

Three hours credit each semester.

Prescribed for graduation.

This course is based upon the orientation course in the social sciences developed by professors of Columbia University for Columbia College.

The aim of the course is to inform the student concerning the more outstanding and influential factors of her physical and social environment. The chief features of the intellectual, economic, and political life of today are treated with reference to their dependence on and their difference

from the past. The greatest events of the last century in the history of the countries now most closely linked in international relations are reviewed, and the insistent problems, internal and international, which these countries are now facing, are given consideration. To give the student early in her college course objective material on which to base her own further studies and her judgment will, it is believed, aid her greatly in enabling her to understand the civilization of her own day and to participate more effectively in it.

2. The Nature of the World and of Man.

Three hours credit each semester.

Prescribed for graduation.

This course is based upon the orientation course in the natural sciences developed by professors of Chicago University for undergraduates.

This survey course in science aims to give the student a knowledge and understanding of the fundamental concepts of natural science as held by the best workers in its various branches. It opens to the student many gates of the broad scientific field, any one of which she may enter more intelligently with such orientation; and it furnishes the best background for adaptation to her environment and for her later study of the social sciences. The stellar universe and the origin and development of the earth are studied as a background for the coming of life. This in turn is developed through the study of micro-organisms, the plant kingdom, and evolution up to man. Lastly, man's inheritance, structure, life processes, and intelligence are considered. Lectures, demonstrations, reports on selected readings, and discussions constitute the course.

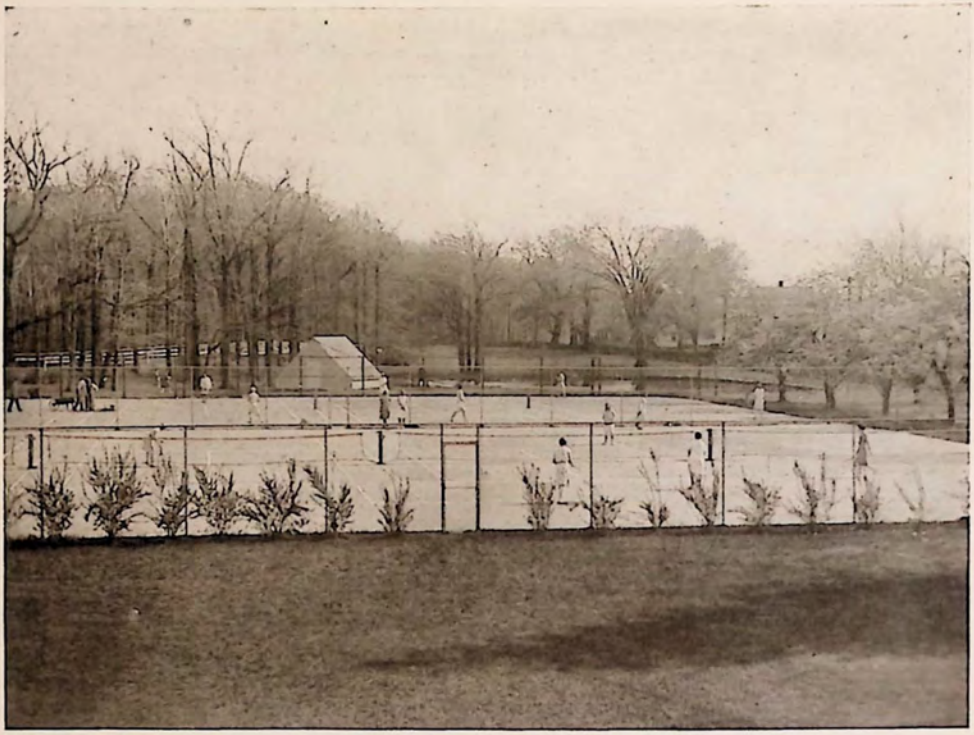
PHYSICAL EDUCATION

The aim of this department is to teach students to live in accordance with modern health standards.

A medical examination is given in the fall to ascertain the condition of the heart and lungs before a student is permitted to take part in the gymnasium work or in any of the more active sports. The physician's fee for this examination is charged on the first term bill.

Physical measurements and posture tracings of each student are made by the director at the beginning and the end of the school year to note improvement. For students whose medical and physical examinations indicate a need of special attention, lighter exercise with restricted gymnastics is arranged for scheduled hours.

The Hockey Field



The Tennis Courts

Each student is expected to have a regulation gymnasium outfit which can be used for sports in the fall and spring, and for indoor work during the winter term. Order blanks for these outfits will be sent each applicant during the summer; and if ordered promptly, the outfits will be delivered to the school early in September.

An athletic field of twelve acres enables the entire school to engage in athletic sports at the same time. Each student is required to take supervised exercise three times a week and at least one hour daily of informal outdoor exercise.

1. Outdoor Games and Sports.

In the fall this work includes tennis, field hockey, basket ball, archery, and clock golf. In the spring the sports are: tennis, baseball, volley ball, archery, track events, tournaments, and inter-class games.

2. Indoor Gymnastics.

These exercises consist of marching, free standing exercises, and apparatus work.

3. Remedial Gymnastics.

These exercises are required of students whose physical condition needs individual attention, to correct temporary disability and organic, functional, and postural defects.

4. Elementary Dancing.

The work consists of exercises in technique to secure co-ordination and poise, rhythm training, and dances graded from simple studies to classic, interpretative, and character dances of moderate difficulty.

5. Advanced Dancing.

6. Elementary Swimming.

7. Advanced Swimming.

In addition to the usual work, the Red Cross Life Saving methods are taught and students are tested by outside examiners to qualify for the emblem.

8. Fencing.

This course presents elementary exercises in technique, the grand salute, and a bout.

PHYSICS

1. Practical Physics.

Three hours credit each semester.

This is an introductory course in physics with emphasis on the applications to the home and the community. This course is not open to students who offered physics for entrance. Two class hours and two two-hour laboratory periods a week. *Physics and chemistry are offered in alternate years.*

PHYSIOLOGY AND HYGIENE

1. General Physiology.

Three hours credit each semester.

The course aims to teach the student to appreciate the human mechanism and to care for it properly. Two class hours and two two-hour laboratory periods a week.

2. Hygiene.

Two hours credit for one semester.

The aim of this course is to present the principles of personal hygiene and to consider their intelligent application to daily living through the formation of positive health habits.

PSYCHOLOGY

1. General Psychology.

Three hours credit each semester.

The course is an introductory survey of psychology and of some of its applications. *Omitted in 1928-1929.*

PUBLIC SPEAKING

The aim of the department is to correct voice and speech defects, to teach students to read aloud intelligently, to become interesting and forceful speakers before a group, and to speak clearly and correctly, with purity and power in everyday life. Simplicity and sincerity are especially stressed.

1. Voice and Diction.

Two hours credit each semester.

First semester's work is prescribed for graduation.

The first semester's work in the course deals with the principles governing the right use of the voice and with physical and vocal exercises for its improvement. It, also, takes up an analysis of vowel and

consonant elements of English speech, distinct utterance, phrasing, emphasis and subordination, tempo, inflection, and rhythm. Considerable attention is paid to diction.

2. Oral Interpretation of Literature.

Two hours credit each semester.

The course applies the principles of effective speaking to various types of literature and introduces students to the subject of gestures.

3. Dramatic Interpretation for Rehearsal.

Two hours credit each semester.

This course includes the preparation and presentation before the class of one-act plays and scenes from longer plays; character analysis and interpretation; pantomime; make-up; and stage technique.

4. Play Production.

Two hours credit each semester.

Emphasis in this course is on the preparation and presentation of one-act plays and scenes from longer plays. Students are required to produce plays as well as to act in class presentations.

RELIGION

1. The Old Testament as Literature and History.

Two hours credit for one semester.

An elementary study is made of the Old Testament to lay a foundation of fact and an appreciation of the books from critical and literary viewpoints. The work includes an outline study of the Primeval, Patriarchal, and Mosaic Cycles, the Davidic Cycle, the Pre-Prophetic Era, the Prophetic Era; and an appreciative study from the standpoint of prose, poetry, and drama, of the Psalms, the Book of Ruth, the Song of Solomon, and the Book of Job.

2. The New Testament as Literature and History.

Two hours credit for one semester.

An elementary study is made of the New Testament from the constructive critical viewpoint. The work includes the lives of Jesus and of Paul, and the Epistles.

3. Discussion Hour in Ethical and Religious Problems.

No credit. 1 hour a week each semester.

This is an hour for the discussion of those ethical and religious questions and problems that arise normally out of the impact of the student's ethical and religious ideas with her studies in science, literature, and the subjects included in the modern curriculum. The material for discussion will arise, therefore, out of the questionings of the students themselves rather than the deliberations of the leader.

SOCIOLOGY

1. Elementary Sociology.

Three hours credit each semester.

This is a course in practical sociology, starting with a survey of the student's social knowledge and experience, continuing with a survey of the problems and solutions in her own town and neighborhood, and concluding with a study of the meaning of personal relationships and the types of responsibility which they involve. An opportunity for field work in local charities is a part of the training of this course.

ZOOLOGY

1. General Zoology.

Three hours credit each semester.

The aim of this course is to develop a scientific attitude and appreciation and to teach the fundamentals of zoology by the study of a vertebrate, a brief survey of the animal kingdom, and discussions of zoological problems and theories of biology. Two class hours and two two-hour laboratory periods a week. *Zoology and botany are offered in alternate years.*

COURSES OF INSTRUCTION

THE COLLEGE PREPARATORY SCHOOL

CHEMISTRY

This is an elementary course in the principles of chemistry with many practical applications. There are lectures, recitations, and laboratory work. Notebooks are kept.

ENGLISH

English III.

This course is planned to develop greater literary appreciation and to furnish the foundation and background for the final year's work. It consists of as comprehensive a survey of English Literature as is compatible with the study of selections from *The Modern Students' Book of English Literature* by Boas and Hahn. At least one novel, one drama, and a selection of modern verse are studied in detail. Training in self-expression is developed by weekly themes in connection with work in rhetoric and composition.

English IV.

This course meets all college entrance requirements and is planned to organize and continue the work of the preceding years. As a background for all the reading, *Social Backgrounds of English Literature* by Boaz and Hahn is used. *The Modern Students' Book of English Literature* is used for all types of selections. A particular study is made of Browning's minor poems, a Shakespearean tragedy, Macaulay's Johnson or Boswell's Johnson, and Speeches by Macaulay and by Lincoln. There is a review of *The Odyssey,* Shakespearean comedies, three standard novels, essays, and short stories previouly read.

The composition work lays particular emphasis on the writing of description, exposition, and narrative. There are weekly themes; and several days are devoted to training in the proper methods of writing a long research paper, which includes the making of a bibliography, notetaking, outlining, and the technique of footnote references.

FRENCH

The work in French includes phonetics, grammar, prose, composition writing, idioms, memory selections, reading, dictation, and conversation throughout. French is the language of the classroom.

French II.

This course in second-year French uses *The Phonetic Chardenal* as its grammar. The reading books are Daudet: *La Belle-Nivernaise;* Labiche et Martin: *Le Voyage de Monsieur Perrichon;* selections from Pargment: *La France et les Français;* and Jasinski: *Contes de la Vieille France.* The study of irregular verbs is made with Castaréde: *A Complete Treatise on the Conjugation of French Verbs.*

French III.

This course in third-year French meets the requirements of the comprehensive college entrance examination for three years of French. For training in writing French the following texts are used: Carnahan: *Short French Review Grammar;* François: *Advanced French Prose Composition;* and Castaréde: *A Complete Treatise on the Conjugation of French Verbs.* The reading consists of Mérimée: *Colomba;* Rostand: *Cyrano de Bergerac;* Guy de Maupassant: *Selections;* and selections from Pargment: *La France et les Français.*

French IV.

This course in fourth-year French meets the requirements of the comprehensive college entrance examination covering four years of French. The same composition and grammar books are used as in the third-year French course, but more difficult compositions are written and topics on outside reading are written in French. The reading consists of Dumas: *La Question d'Argent;* Taine: *L'Ancien Régime;* Musset: *Trois Comédies;* and Canfield: *French Lyrics.* There are topics on outside reading in addition.

HISTORY

American History and Civil Government.

The object of this course is to study the political, economic, and social development of the United States, and to enable students to understand our national achievement and problems. Close attention is given to the development of the foreign policy of our country.

About one-fourth of the time is given to the study of Civil Government which is closely coördinated with American History at every point of contact. In addition to the text there is much work with references, reading reports, maps, and a research paper of considerable length.

Ancient History.

This course aims to trace the development of the ancient civilizations and their contribution to and influence upon later ages. It begins with the civilization developed by the different peoples of the Ancient Orient.

It then covers the history of Greece as far as the death of Alexander and the break-up of his empire, with the expansion of Greek culture in the Mediterranean World.

The second semester deals with the history of Rome to 476 A.D. In addition to the text, there is a great deal of reference reading, all of which is supplemented by careful map work, and a long research paper.

LATIN

Latin III.

The reading in this course is in prose. Selected orations and letters of Cicero are studied, and there is practice in reading at sight from the works of Cicero and other well-known Latin authors. A systematic study of vocabulary supplements the reading. Thorough and careful work in Latin prose composition is done one hour a week. This course covers the college entrance requirements for three years of Latin.

Latin IV.

The reading in this course is in poetry. Selections from Vergil's *Aeneid, Bucolics,* and *Georgics,* and from Ovid's *Metamorphoses, Fasti,* and *Tristia,* are studied with the necessary reference work in mythology. There is practice in reading at sight and further systematic study of vocabulary. Latin prose composition is studied one hour a week. This course covers the college entrance requirements for third or fourth year Latin.

MATHEMATICS

Geometry.

This is a one-year course in the essentials of plane geometry, including the basal theorems and constructions together with numerous exercises and applications.

Algebra.

This is a review of algebra to quadratics. Elementary algebra is continued through quadratics, progressions, logarithms, and the binomial theorem.

Mathematics Review.

This course, consisting of a review of algebra and geometry, is intended for students preparing for a comprehensive examination in elementary mathematics.

PHYSICS

This is an elementary course in the principles of light, heat, sound, electricity, and mechanics, with many practical applications. A work-

ing knowledge of algebra and plane geometry is desirable for students electing this course. There are lectures, recitations, and laboratory work. Notebooks are kept.

MUSIC

Harmony.

This elementary course in harmony satisfies the college entrance requirements.

If a student's program is not heavy, she may take private lessons in music. The work offered is described among the courses of instruction of the Junior College.

ART

If a student's program is not heavy, she may elect art. The individual work offered is described among the courses of instruction of the Junior College.

PHYSICAL EDUCATION

Each student must register for three hours of physical education a week throughout her course. The work offered is described among the courses of instruction of the Junior College.

Path to the Open-Air Theatre

The Willow Tree of Bradford Tradition

Group Activities

STUDENT GOVERNMENT ASSOCIATIONS

Officers, 1927-1928

Junior College

President	Margaret Bradlee '28 West Medford, Massachusetts.
Vice President	Jane Thayer '28 Beloit, Wisconsin.
Secretary-Treasurer	Harriet Lowry '29 Montclair, New Jersey.

Faculty Adviser: *Dr. Katharine M. Denworth*

College Preparatory School

President	Louise Canfield '28 Somerville, New Jersey.
Vice President	Miriam Rand '28 Andover, Maine.
Secretary	Frances Divine '29 Ellenville, New York.

Faculty Adviser: *Dr. Katharine M. Denworth*

LEONORA

Officers, 1927-1928

President	Lois Kendall '28
Secretary and Treasurer	Elizabeth Stocking '28

Faculty Adviser: *Mr. Frederick H. Johnson*

The Leonora Society, consisting of sixty selected voices, meets three hours a week for the study of part singing. It aims to develop musical appreciation, to give the student a general knowledge of the important composers and compositions, and to train the group to sing artistically the best choral music. Compositions by Palestrina, Gibbons, Bach, Brahms, von Holst, and Franck form part of the repertoire. Many concerts have been given by the organization at Bradford Academy and in Boston.

ORCHESTRA

Director: Miss Marie Nichols

The Orchestra is a highly specialized group. Since it is not expected that there will be many girls at Bradford at any one time who play orchestral instruments, the Bradford Orchestra is open to girls from Haverhill and Bradford, and is augmented by professional orchestra players. In this way an orchestra of twenty players has been built up and to this nucleus each year the resident students who can qualify are added. The concerts aim not only to be a source of instruction to the Orchestra but to give real pleasure to the college as well, by a selection of some lighter numbers in addition to classical music of the first rank. Advanced pupils are given the opportunity of playing with the accompaniment of the Orchestra. Besides its other functions, the Orchestra provides the incidental music for plays and pageants.

CHORUS

Director: Mr. Frederick H. Johnson

The entire school meets one hour a week for the study of hymns, chorales, and other material suitable for chapel and assembly use.

QUILL-ANNALS

Officers, 1927-1928

Editor-in-Chief	Elizabeth E. Haumerson '28
Business Manager	Eleanor Bash '28
Advertising Manager	Eileen Russell '28
Circulation Manager	Dorothy Jones '29
Literary Editor	Harriet Johnson '28
Assistant Literary Editors	Virginia MacLaren '28
	Jane Kluckhohn '29
Art Editor	Barbara Groves '28
Secretary	Mary Pietsch '28

Faculty Advisers: Miss Mabel L. Field, Miss Edith U. Gill

The Quill and the Annals are the Bradford publications: the Quill is a magazine; the Annals, a year book. The aim of these publications is to give a craftsman's opportunity to learn and to practice some phases of publishing work: writing, for the joy to be had in this field of

creative work, and for the reward of seeing the result published, with the infallible stimulus of public criticism to follow; manuscript preparation involving proof reading and editing; art work which demands some study of color reproduction processes, as well as practice in the principles of design done to specification; and business management in all its variety from budget-making to the psychology of advertising. The publications contribute to the college an influence comparable to that of the magazine and the newspaper in the community. An opportunity is here given to use the printed page as a medium for formulating public opinion and as a vehicle for "civic" betterment, at the same time affording experience in building standards for an intelligent reading of current publications.

Neither the Quill nor the Annals is entirely the product of the students who elect Quill-Annals as an activity; both are augmented by much general contribution from the college and the preparatory school, and both, therefore, represent the entire student body.

MASQUERADERS

Officers, 1927-1928

President	Jeanne Guy '28
Vice President	Verna Ravenscroft '28
Secretary and Treasurer	Dorothy May '28

Faculty Adviser: Miss Mildred L. Little

The Masqueraders, the dramatic organization, gives to all students of the school an opportunity to study and enjoy the art of the drama. At the weekly meetings of the club, current plays, interesting figures in the dramatic world, and new movements in the theater are studied. Lectures are given by the instructor on stagecraft, coaching, make-up, lighting, costuming, and stage design. A number of one-act plays are presented throughout the year with student directors working under the supervision of the faculty instructor.

The aim of the organization is to foster in the student an appreciation of good drama, to provide an outlet for the dramatic element so strong in most individuals, and to develop skill in acting and in the art of production.

CHRISTIAN UNION

Officers, 1927-1928

President	Virginia Prussing '28
Vice President	Julia Perrett '28
Secretary	Julieanne Miner '29
Treasurer	Jane Hardy '28
Chairman of Programs	Grace Griswold '28

Faculty Adviser: Mrs. Elizabeth Marshall Perkins

The work of Christian Union has both devotional and practical phases. There are open meetings for the discussion of mutual problems and for the inspiration which comes from group worship. The welcoming of new students in September, a Christmas celebration for Haverhill children, and the sense of personal responsibility for the active happiness of associates at Bradford are illustrations of experiments in friendliness carried on by Christian Union in the school and the world at large.

In addition to the usual officers, there is a Cabinet which makes the programs of meetings for the year, selects the leaders, and with them discusses the topics for the meetings in advance, in order that the field may be adequately covered. The Cabinet draws up the budget for the year, assumes the responsibility of raising whatever money is required, and is accountable for administering the various charitable undertakings of the student body.

ATHLETIC ASSOCIATION

Officers, 1927-1928

President	Lucile Whittemore '28
Vice President	Helen Shnepel '28
Secretary	Dorothy Linsley '28
Treasurer	Louise Stauffen '29

Faculty Adviser: Mrs. Florence E. Dangerfield

The Athletic Association is representative of the whole student body. Membership in the association, although all inclusive, is a matter of school spirit. Among the sports are swimming, tennis, field hockey,

Class Day, 1928

Scene from the One Hundred Twenty-fifth Anniversary Play
"The Beginnings of Bradford"

basket ball, baseball, archery, track events, and golf and riding by special arrangement. In addition to the usual indoor work aesthetic dancing is elected by many students during the winter term. All exercise is under the supervision of the Director of Physical Education.

The Athletic Association aims to develop not only individual skill but above all a spirit of real sportsmanship and a love of sport for its own sake. The chief concern of the association is *recreation*. There is a strong bond among the members, resulting in a comradery, an ability to coöperate and to compete, and a desire to "play the game."

Lectures and Concerts

The proximity of the school to Boston makes possible many lectures, concerts, and other entertainments by men and women of note. An excellent course of lectures is given each year, and the Music Department arranges an annual series of concerts by distinguished artists.

Students are allowed to attend, under proper chaperonage, such lectures, concerts, operas, and plays in Boston as are known to be of educational value.

Excursions

Excursions are made each year to the seashore, Cambridge, the Art Museum in Boston, Whittier's birthplace, Plymouth, Salem, Concord, and other interesting places that a considerable number of students wish to visit. There is an excursion in October to the White Mountains for a limited number of the older students, and another one between semesters for all who desire to go. The Easter vacation gives an excellent opportunity for a visit to Washington, D. C., or to Bermuda, with a small party in charge of a teacher.

Students' Calendar of Events

1927-1928

October

Christian Union Reception
Senior Corn Roast
Field Day and Barbecue
Concert by the Faculty "Band"
Hallowe'en Party

November

Senior-Freshman Hockey Game
Armistice Day Program

December

Trustees' Day
Students' Recital
Faculty Musicale
Senior Play: "The Admirable Crichton," by Sir James Barrie
Christmas Carols: The Faculty Glee Club
"Singing on the Stairs"

January

Two One-act Plays: The Masquerader Society
Concert at the Haverhill Forum: Leonora Society
Concert: The Vannini Ensemble
Vocational Talks: Florence Jackson, Vocational Adviser
Freshman-Junior Party

February

Trips to Grand Opera in Boston
Valentine Party for Haverhill Children
Concert at the First Church of Christ, Bradford: Leonora Society
Valentine Party
Principal's Party for the Seniors
Washington's Birthday Party
"The Chastening"; Charles Rann Kennedy, Edith Wynne Matthison, and Margaret Gage
Week-end Trip to the White Mountains

March

Two Lectures on Modern Poetry: Grace Hazard Conkling
Principal's Party for the Freshmen
Founders' Day Program
Christian Union Fair

Concert at Porter Memorial Church, Brockton: Leonora Society
Indoor Meet
Principal's Party for the Sub-Seniors and the Juniors
Students' Recital
Three One-act Plays: The Masquerader Society
"Class Spreads"

April

Song Recital: Mrs. Sien Ming Woo, Bradford Academy, 1915
Student Government Dinner
Annual Faculty Prom for the Students
Vocational Talks: Florence Jackson
Violin Recital: Marie Nichols
Concert: The Bradford Academy Orchestra
Concert at the Boston Public Library: Leonora Society

May

Students' Recital
Senior House Party
Concert at the One Hundred Fiftieth Anniversary Celebration of Phillips Andover Academy: Leonora Society
Field Day
Senior Tree Night

June

Sub-Senior Ivy Planting
Class Day:
- Class Day Exercises
- Senior Class Reception
- Principal's Reception for the Seniors and their Guests
- The History of Bradford Academy in Lantern Slides

Anniversary Day:
- Academic Procession
- One Hundred Twenty-fifth Anniversary Exercises
- Luncheon in Honor of Delegates and Official Guests
- One Hundred Twenty-fifth Anniversary Play: "The Beginnings of Bradford Academy"
- Reception to the Delegates, Alumnæ, and Guests
- The June Concert

Baccalaureate and Alumnæ Day:
- Annual Meeting of the Alumnæ Association
- Baccalaureate Service
- Principal's Reception for the Alumnæ

Commencement Exercises

Important Notice

Inasmuch as many applications for admission to Bradford Academy had been accepted and others had been on file long before notice was given of the trustees' action in increasing the charge for board and tuition, it has been decided to postpone putting the new rates into effect until September, 1929, in order to avoid the injustice of charging two different rates to entering students. The charges for the year 1928-1929 for all students will, therefore, be as follows:

Board and tuition, a year	$1200.00
Tuition for day students	350.00
Laboratory fee, according to material used	2.00 and upwards
Library and reading room fee	3.00
School concerts and entertainments	5.00
Infirmary fee, a day	2.50
Laundry, at current rates	
Pew rent	3.00

Special Lessons

Piano, organ, and vocal music, a year:	
Two half-hour lessons a week	200.00
One half-hour lesson a week	125.00
Use of piano, one hour a day	15.00
Use of organ with electric blower, one hour a day	40.00
Violin, a year:	
One hour lesson a week	200.00
Art, a year:	
Two hour lessons a week	125.00

The charge for board and tuition is payable as follows: a deposit of twenty-five dollars ($25) upon reservation of a room, to be forfeited if for any reason withdrawal occurs after the first of August; seven hundred dollars ($700) payable in advance on entrance; four hundred seventy-five dollars ($475) payable February first. For day students, two hundred dollars ($200) is due on entrance and one hundred fifty dollars ($150) on February first.

Scholarship and Other Funds

The scholarship funds of Bradford Academy amount to $19,039. Other funds aggregate $276,800.

The Alumnae Scholarship	$1,200
The Means Scholarship	1,100
The Chadwick-Barrett Scholarship	2,500
The Rebecca Jameson Cogswell Scholarship	1,000
The Rufus G. Frost Scholarship	1,000
The Haseltine Scholarship	2,500
The Dealers' Scholarship Fund	239
The Caroline Sperry Allen Scholarship	1,000
The Trustees' Scholarship	2,500
The Nathan Munroe Scholarship	6,000
The Alumnae Association Fund	3,610
The Anderson Fund	26,268
The James H. Means Library Fund	1,000
The Warren Art Fund	5,000
The Samuel Morse Downs Fund	2,500
The George H. Haseltine Fund	5,000
The Bradford Academy Endowment Fund	231,222
The Mary C. Barrett Prize Fund	1,200
The Mary C. Barrett Improvement Fund	1,000
The Mary Emma Mason Scholarship Prize, annually	25
The Helena A. Mason Music Prize, annually	25
The Mason Athletic Prize	

Summary of Students

1927-1928

Junior College:			106
Resident Students		104	
Day Students		2	
Seniors	45		
Freshmen	61		
College Preparatory School:			66
Resident Students		62	
Day Students		4	
Seniors	19		
Sub-seniors (one-year students)	19		
Juniors	28		
Total registration			172

United States:

Colorado	3	New Hampshire	6
Connecticut	12	New Jersey	15
Illinois	16	New Mexico	1
Iowa	4	New York	19
Indiana	1	North Dakota	1
Kansas	2	Ohio	9
Maine	6	Oklahoma	1
Maryland	1	Pennsylvania	9
Massachusetts	43	Rhode Island	2
Michigan	7	Texas	2
Minnesota	1	Vermont	2
Missouri	3	Washington	1
Nebraska	1	Wisconsin	3

Cuba 1

Bradford Academy Alumnae Association

At the time of the dedication of the present main building in 1870 the Alumnae Association was founded. The Association publishes the Alumnae Bulletin and contributes generously to the Endowment and the Infirmary Funds. All past members of the school, teachers and students, are invited to join. Membership dues, one dollar a year, should be sent to Miss Jean S. Pond, Secretary, Bradford Academy Alumnae Association, Bradford, Massachusetts.

Bradford Academy Alumnae Register

The year which brought to a close one hundred twenty-five years of the school's history, seemed an appropriate time for the publication of a register of the names and addresses of all students since 1853. This register, containing alphabetical, geographical, and class lists, will be mailed upon receipt of one dollar sent to the Alumnae Secretary, Bradford Academy, Bradford, Massachusetts.

Bradford Academy Alumnae Bulletin

The Alumnae Bulletin is published annually by the Alumnae Association. It contains information about the school, its policies, the Alumnae Association, and Bradford Alumnae Clubs throughout the country. In addition it carries personal items regarding the trustees, faculty, and students, past and present.

Bradford Academy Alumnae Association

Officers and Directors

President

Alice Babson Whittemore (Mrs. William S.), 1905
39 Meadow Way, Cambridge, Massachusetts

Vice-Presidents

Helen Greenough Stetson (Mrs. Robert M.), 1906
120 Prospect Street, Wakefield, Massachusetts

Grace Goodwin Merriam (Mrs. Edward P.), 1891
6 Stetson Street, Lexington, Massachusetts

Secretary

Jean Sarah Pond, 1885
Bradford Academy, Bradford, Massachusetts

Treasurer

Clara Carleton Pearl (Mrs. George E.), 1895
6 Maple Avenue, Haverhill, Massachusetts

Directors

Mildred Lougee Johnson (Mrs. Edward), 1915
6 Columbus Avenue, Salem, Massachusetts

Margaret Susskraut Dyer (Mrs. M. S.), 1912
Bradford Academy, Bradford, Massachusetts

Margaret Keyes, 1922
138 East Seventh Street, Plainfield, New Jersey

Jane Runyeon, 1918
155 Livingston Avenue, New Brunswick, New Jersey

Bradford Academy Alumnae Clubs

Bennington-North Adams Club

Mary Emmott McMillin (Mrs. Ralph E.), 1901
162 Pleasant Street, North Adams, Massachusetts

Buffalo Club

Elizabeth Johnston Taylor (Mrs. Jack Deuel), 1923
181 Lancaster Avenue, Buffalo, New York

Central New York Club

Madalene Cooney Hemingway (Mrs. Stuart C.), 1904
302 Summit Avenue, Syracuse, New York

Chicago Club

Frances Wood Craven (Mrs. Alfred W.), 1895
310 South State Street, Elgin, Illinois

Cleveland Club

Kathryn Calder Alexander (Mrs. Norman T.), 1916
3269 Avalon Road, Shaker Heights, Cleveland, Ohio

Connecticut Club

Helen Stanley Harrop (Mrs. Arthur H.), 1906
95 Harrison Street, New Britain, Connecticut

Dayton Club

Isabel Breidenach Meuche (Mrs. Leon T.), 1914
Wabash and Cumberland Avenues, Dayton, Ohio

Detroit Club

Arlyle Tolsma Manley (Mrs. Milton A.), 1922
2946 Sturtevant Avenue, Detroit, Michigan

Kansas City Club

Mildred Howard Barney (Mrs. Cary W.), 1919
3606 Locust Street, Kansas City, Missouri

New England Club

K. Grace Sayward, 1890
5 Linnaean Street, Cambridge, Massachusetts

Haverhill Branch

Helen Smiley Gilman (Mrs. Henry Hale), 1894
38 Summer Street, Haverhill, Massachusetts

New York Club

Jane Runyon, 1918
155 Livingston Avenue, New Brunswick, New Jersey

Philadelphia Club

Sarah Graham Tomkins, 1897
1904 Walnut Street, Philadelphia, Pennsylvania

Portland Club

Ethel Fox Baxter (Mrs. Clinton L.), 1890
16 Storer Street, Portland, Maine

Saint Louis Club

Irma Teichmann Meyer (Mrs. Theodore F., Jr.), 1911
4900 Pershing Avenue, Saint Louis, Missouri

Worcester Club

Jessie MacInnes Tuck (Mrs. John), 1912
Overhill Farm, Auburn, Massachusetts

Sunday Speakers

1927-1928

Dr. Raymond Calkins, President of the Board of Trustees;
Pastor of the Shepard Memorial Church, Cambridge
Rev. Vaughan Dabney, Vice President of the Board of Trustees;
Pastor of the First Congregational Church, Dorchester
Rev. Charles N. Arbuckle
Pastor of the First Baptist Church, Newton Centre
Rev. George E. Cary
Pastor of the First Church of Christ, Bradford
Mrs. Robert Chandler
Missionary in Tientsin, China
Rev. Howard J. Chidley
Pastor of the Congregational Church, Winchester
Rev. Norman D. Fletcher
Pastor of the First Universalist Church, Haverhill
Miss Priscilla Fowle
Dean of Women, Newton Theological Seminary, Newton Centre
Mr. Ralph Harlow
Professor of Biblical Literature, Smith College
Rev. R. A. Heron
Pastor of the Grace Church, Lawrence
Rev. Markham W. Stackpole
Instructor in Bible, Milton Academy, Milton
Dr. Alfred E. Stearns
Headmaster, Phillips Academy, Andover

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LETTER TO PARENTS

Bradford Academy
Bradford, Massachusetts

For parents sending daughters to Bradford Academy additional information and some suggestions may prove helpful.

Every student should consult a dentist and an oculist a few weeks before the opening of school and at the beginning of long vacations. Students who wear glasses for close work should bring two pairs.

ASSIGNMENT OF ROOMS. Rooms are assigned at the close of the summer in the order of application but with due regard to the congeniality of roommates.

FURNISHINGS. Each suite of rooms is provided with the following furnishings—for the study: desks, a table, plain chairs, an easy chair, and a couch; for the bedroom: beds, bureaus, and chairs. No additional furniture, with the exception of bookcases and a table, may be placed in any room without permission. All the rooms have hardwood floors, for which students may furnish rugs if desired. Curtains may be bought for the windows. Posters, unframed pictures, and banners are not considered in good taste.

Each student should be provided with a napkin ring, six napkins twenty-two inches square, towels, six sheets three-quarters width, six pillow cases, one pair of blankets, bureau covers, and two laundry bags.

DRESS. Parents are asked to co-operate with the authorities of the school in securing simplicity and appropriateness in the dress of students. Students should bring all the clothes they will need before vacation. Each article of clothing should be marked with name tapes. Expensive jewelry should not be brought to the school.

In the College Preparatory School a uniform is worn, consisting of a Peter Thompson style suit of dark blue serge trimmed with white braid, and suits of similar style in blue washable material trimmed with white braid. At least one woolen and three linen uniforms are needed. Only black or red ties may be worn with the uniforms. William Filene's Sons' Company of Boston, Massachusetts, supply the uniforms in one-piece and in two-piece middy style models in French serge and in Palmer linen.

Junior college students must dress with simplicity. They may not wear sleeveless dresses in the daytime.

Both junior college and college preparatory students should be provided with the following: a suit, or a cloth dress and a coat, of dark color for church and town wear, and a heavy coat for country wear; several simple light-colored dresses for ordinary dinner and evening wear, and one evening dress for a few formal occasions (this must not be elaborate nor decollete, and if sleeveless must fit closely around the arm); shoes and slippers with moderate heels, heavy-soled shoes, overshoes, galoshes, an umbrella,

a raincoat, a sweater, bedroom slippers, a bathrobe, and a hot-water bag. For the occasions when the entire school appears in white, a simple white dress and white shoes with low heels are required.

After students are accepted blanks will be sent for ordering the regulation gymnasium costume and the swimming suit worn by all students, and the uniform worn by college preparatory students.

ALLOWANCES. Parents are earnestly requested not to give their daughters allowances which exceed from eight to ten dollars a month in the College Preparatory School and from ten to fifteen dollars a month in the Junior College. The Bursar maintains a students' bank, which is open once a week.

BOXES FROM HOME. No food except fresh fruit should be sent from home. The students themselves regard the table board at Bradford as excellent.

MEDICAL CARE. Beginning with September, 1928, the school will be under the medical supervision of Dr. Charles S. Benson, well-known surgeon and consulting physician, who with his associates in the Benson Hospital —all specialists in their fields—will afford immediately available medical attention day and night.

In cases of serious illness parents or guardians are notified at once either by telegram or by telephone. If parents cannot be reached speedily enough in this way, the school assumes the right to make whatever provision is deemed expedient by the consulting physician. Cases of minor illness are cared for in the school infirmary at a charge of $2.50 a day. In case a student is not ill enough to require infirmary care, a small charge is made for special medicine administered. When the services of a physician are required or the exclusive care of a nurse is needed, the bill will be rendered directly by the physician to the parent.

FIRE DRILLS. At least one fire drill is held each month.

CHAPEL AND CHURCH ATTENDANCE. The school is undenominational but is distinctly Christian and Protestant. There is a brief daily chapel service. On the Sundays when no service is held at the school attendance at church in the town is required.

DISCIPLINE. The highest standards of conduct are maintained through two vital government associations—one for college and one for college preparatory students—in which the students actively co-operate with the school authorities.

CHAPERONAGE. The President and the Dean of Women will on all occasions make such arrangements for chaperonage as they deem necessary. Students, properly chaperoned, are permitted to attend approved concerts, lectures, and plays in Boston. From the beginning to the end of the session when students visit friends in Boston or vicinity, and when they attend functions at boys' schools and men's colleges, the conditions of chaperonage must be satisfactory to the Dean of Women. Visits to the dentist and the doctor are subject to chaperonage.

The college preparatory students are always chaperoned, except Seniors who, in the second semester on the occasional Saturdays permitted by the school, may *with the written permission of their parents* go to Boston in the daytime unchaperoned, if accompanied by at least one other Bradford student. (Groups of six or more college preparatory students are always chaperoned.)

The junior college students are not subject to the regulations of the college preparatory girls but are more carefully supervised than the students in the large four-year colleges, where the more mature upper classmen are expected to influence the students of the first two years. The college authorities give the personal direction which immature high school graduates need and the protection which all young women require. Knowing, however, that self-control and self-reliance cannot be habituated without practice, the authorities give also under competent guidance the freedom essential for the development of these traits. Bradford officials are concerned with building up that inner control which will function in the absence of external control and will keep a girl true to her best self. A statement of the social privileges granted college students will be sent to parents in the fall for individual ratification, since the needs of students vary. At the beginning of the year, for example, the needs of Freshmen from small inland towns may differ radically from those of Freshmen from large cities.

CALLERS. During Saturday afternoon and evening students are permitted to receive their relatives and friends. All callers must leave before 9.30 p. m. Men friends may be entertained if the Dean of Women has received in advance the parent's written permission naming the men. The school believes that wholesome friendships between boys and girls should not be discouraged, and therefore provides for such normal contacts under the chaperonage of the Dean of Women and her assistants.

In order that Sunday may be a quiet, recuperative day for the entire school, no callers are permitted except parents from a considerable distance who are unable to come on Saturday.

Lengthy visits of parents or other members of a student's family are discouraged because they seriously detract from a student's efficiency.

MOTORING. No student may operate a car in the vicinity of Bradford or Haverhill, except when accompanied by one of her parents or by her guardian.

While under the jurisdiction of the school no student may motor unchaperoned with a man other than her father, or a mature brother who is unaccompanied by other men.

TELEPHONING. Students will not be called from classes and other appointments scheduled by the school to answer the telephone. The hours when students may receive calls will be announced in the fall. In emergencies at other times one of the school telephone operators, or if desired an officer of the school, will receive messages. No operator being on duty at night, the school should not be called on the telephone between 9.50 p. m. and 7.30 a. m., except in the gravest emergencies.

LIGHTS OUT. All college preparatory students must have their lights out not later than 10 p. m. Quiet is maintained throughout the building after 10 p. m. The rising bell rings at 7 a. m.

SMOKING. No student may smoke while under the jurisdiction of Bradford Academy.

STANDARDIZED TESTS AND MEASUREMENTS. All students are given a general intelligence test at the beginning of each year to aid the faculty in the classification of students, in the diagnosis of their difficulties, and in educational, vocational, and personal guidance. The Thorndike Intelligence Test is given in the Junior College and the Terman Group Test of Mental Ability in the College Preparatory School. The best of the other standardized tests and measurements are used throughout the year.

MARKS. Marks are reported to parents four times a year.

ABSENCES. Parents are earnestly requested not to ask for early dismissal for, or late return from, vacations and authorized week-ends, except in such a grave emergency as severe illness in the family, in which case the school must be notified directly by the parent. Students who leave earlier or return later than the hours specified for the beginning and the end of vacations and authorized week-end absences will not be given full credit for the courses in which they miss classes, and will, moreover, be subject to other penalties of a non-academic nature. Students who return late because of illness must present a certificate of illness signed by the family physician. Excuses from dentists and oculists will not be accepted. Students will not be permitted to leave the school on Friday afternoon or evening, except to attend lectures, concerts, and operas, under the chaperonage of the school.

TUTORING. The school will make up free of charge work missed because of minor illness not in excess of three days. Work missed owing to more prolonged illness or to repeated short absences must be made up by tutoring at the rate of $2.00 an hour. Mid-semester and semester examinations not taken at the appointed time must be taken later, when a charge of $2.00 for each test will be made except in cases of protracted illness.

AUTHORIZED ABSENCES.

College Preparatory School

First Semester:

Thanksgiving vacation
Christmas vacation
Three Saturdays which may be spent in Boston or vicinity
These Saturdays may be exchanged for a week-end beginning Saturday morning and ending at 7 p. m. on Sunday.

Second Semester:

Week-end between semesters and one other specified week-end
Spring vacation
Three Saturdays which may not be exchanged for a week-end

Junior College

The revised absence regulations for the college students, being a part of the social regulations undergoing revision, will be sent to parents in the fall.